AN UNDERGRADUATE THESIS

INCREASING THE READING COMPREHENSION ABILITY THROUGH THE USE OF STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE AMONG THE EIGHTH GRADE STUDENTS OF MTs AL MUHSIN METRO IN ACADEMIC YEAR OF 2015/2016

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ABSTRACT

By:

SEPTY RAHMAWATI

Reading is concerned mainly in understanding fully for the readers in creating the meanings intended by the writer. Through reading the readers created the environtment that shapes their minds and theirselves. Student Teams Achievement Divisions (STAD) is the technique that teaches the students to learn English as a foreign language in reading comprehension by using learning group.

The researcher had outlined the problem in this research focused in reading comprehension ability. It is based on data of problem identification found by the writer, that the teacher's method has not made the students interested yet, and their motivation in English reading is low, and the students have difficulties to identify the meaning of words and information of the text The primary goal of this research was to know the students` reading comprehension ability through STAD, in the eighth graders of MTs al Muhsin Metro in academic year 2015/2016. This research was classroom action research consisted of 4 steps namely, planning, acting, observing, and reflecting. Test, observation, and documentation were used as the data collecting methods. This research conducted through collaborative with an English teacher of MTs al Muhsin Metro.

Regarding to the research process, the researcher gave the pre-test for the students to know their reading comprehension score. Then, the researcher did the treatment for the students. In addition, the change of the students` reading comprehension score could be known through post-test that had been given in every cycle. The test consisted 15 items of multiple choice form. The result of the research illustrated the average of the students score in pre-test was 61, post-test 1 was 70 and post-test 2 was 79.

In summing up it may be stated that through STAD, the students` reading comprehension ability at the eighth grade of MTs Al Muhsin Metro in academic year 2015/2016 was increased.

MENINGKATKAN KEMAMPUAN MEMAHAMI BACAAN MELALUI TEHNIK STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) PADA SISWA KELAS VIII MTs AL MUHSIN METRO TAHUN AJARAN 2015/2016

ABSTRAK

Oleh:

SEPTI RAHMAWATI

Membaca merupakan aktifitas memahami isi teks yang ingin disampaikan penulis melalui tulisannya. Melalui membaca, akan menambah wawasan seseorang. Student Teams Achievement Divisions (STAD) merupakan tekhnik dalam cooperative learning yang dapat digunakan untuk pembelajaran Bahasa Inggris sebagai bahasa asing dalam memahami bacaa dengan menggunakan suatu kelompok belajar.

Permasalahan yang diangkat oleh penulis dalam penilitian ini berkaitan dengan kemampuan memahami bacaan. Hal ini berdasarkan data identifikasi masalah bahwa penulis menemukan beberapa permasalahan yaitu, metode yang digunakan oleh guru belum bisa menarik perhatian dan motivasi siswa, serta siswa mengalami kesulitan untuk mengidentifikasi arti kata dan informasi dalam teks. Tujuan utama dari penelitian ini adalah untuk mengetahui penggunaan Student Teams Achievement Divisions (STAD) dalam meningkatkan kemampuan memahami bacaan pada siswa kelas VIII MtsAl Muhsin Metro tahun akademik 2015/2016. Dalam penelitian ini, penulis menggunakan penelitian tindakan kelas (PTK) sebagai metodologi penilitian yang terdiri dari perencanaan, tindakan, pengamatan dan pencerminan. Tes, observasi, dan dokumentasi digunakan sebagai metode pengumpulan data. Penelitian dilaksanakan secara collaborative dengan guru Bahasa Inggris MTs Al Muhsin Metro.

Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan dalam memahami bacaan. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya sebagai bentuk tindak lanjut hasil pre-test yang telah dilakukan. Selanjutnya, perubahan nilai dari siswa akan diketahui melalui hasil post-test yang dilakukan dalam setiap siklus. Test ini terdiri dari 15 soal berbentuk pilihan ganda. Kemudian, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pretest adalah 61, post-test 1 adalah 70 dan post test 2 adalah 79.

Kesimpulannya, dengan menggunakan STAD, kemampuan memahami bacaan siswa kelas VIII MTs Al Muhsin Metro mengalami peningkatan

STATEMENT OF RESEARCH ORIGINALITY

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      Departement   : Tarbiyah

States that this undergraduated thesis is originally the result of the writer`s research, in exception of certain parts which are excepted from the bibliography mentioned.

                                                   Metro, March 4, 2016

                                                      The Writter

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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

"Read in the name of your Lord who created"

(Qs. Al-Alaq: 1)

Man Jadda Wajada (Arabic Proverb)

DEDICATION PAGE

This undergraduated thesis would highly be dedicated to:

❖ My beloved Father Ismiyanto and my Mother Komsiyatun, who always pray and give me support and guidance to be succesfull in my study, and always remind me to do the best for everything, thank you very much for your endless love. I love you.

❖ My beloved husband Karim, thanks for your motivation and your prayer all day for my successful, My little princess and prince, Dzakiyya Sakhi Al-Karimy and Raif Asykar Al Karimy, you are my inspiration and spirit in my life.

❖ My beloved brother Fajar, my Sisters De' unin, Amah Anis, Anita, A'yun, Titi, Fatya, Amria, Alita and Annisa. Thanks for your support and help.

❖ My beloved mother in-law, my brothers in-law and my sisters in-law who have supported me to finished this undergraduate thesis.

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❖ The beloved partner of MA & MTs AL MUHSIN, who have supported until the writer finished this undergraduate thesis that cannot be mention one by one.

❖ My Almamater STAIN Jurai Siwo Metro

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All praise is due to Allah, the Lord of the world, the Creator of everything in the universe, who always gives all what we need. Peace and salutation be upon to the noble Prophet of Islam, Muhammad SAW and his household, his companions and his faithful followers who strive in Allah's religion of Islam.

There were many helpful individuals involved in accomplishing this undergraduate thesis that the researcher could not mention one by one. Her deepest gratitude would be addressed to her parents who always give her everlasting love. The greatest gratitude would be addressed to both of advisor, Dr. Mahrus As'ad, M.Ag. and Ahmad Subhan Roza, M.Pd. May Allah SWT give them His better reward for their supporting and guiding during the undergraduate thesis writing process.

The researcher realizes that this research undergraduate thesis still richly needs many corrections. All comments and suggestions are surely welcome to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially, for our campus and all readers generally in improving language learning.

<div style="text-align: right;">

Metro, March 4, 2016
The writer

Septi Rahmawati
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LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIXES

1. Syllabus
2. Lesson Plan
3. Instruments
4. The Students' Answer Sheets
5. The Students' Observation Sheets
6. Documentation
7. Surat Bimbingan Skripsi
8. Surat Izin Research
9. Surat tugas Penelitian dari STAIN
10. Surat Keterangan Penelitian dari MTs Al Muhsin
11. Kartu Konsultasi Bimbingan Skirpsi
12. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the important ways in learning English. Reading is concerned mainly in understanding fully for the readers in creating the meaning intended by the writer. Through reading, the readers create the environment that shapes their minds and their selves. Nevertheless, there are still some people who never have much initial interest or lasting interest in book and reading. So, they cannot access to reading activities and reading programs.

In information and globalization era, government realizes that English is very important and human resource should be able to communicate in English. English is very important for Indonesian in order to face the development of the world. It has also been a compulsory subject to Indonesian learners.

Reading is not enough for the readers to understand a set of words in a sentence only. The readers also must be able to understand the reading text in order to get the message and information what they have read. A good reading will improve the students' ability in gathering ideas to communicate.

Based on the paragraphs above, it is necessary for the English teacher to foster reading on their students. It may be done by selecting proper materials

for the students. The reading program may be useless if it is not done properly. The teacher should select reading materials that are relevant to the students' need and interest. To increase the students' reading comprehension ability achievement, the teacher should use appropriate method. The method should be interested for the students in teaching learning process. One of the methods is cooperative learning method. It is seen as an active learning process, because students will learn more through a process of constructing and creating working in a group and sharing knowledge. In cooperative learning method, students will sit together in groups of four people to master the material presented by the teachers. For example in a technique called by student teams-achievement divisions or STAD.

In STAD technique, when the students want for the team to succeed, they will be encouraging their team members to be better. Usually the students have not courage to ask what they do not understand about the material to their teacher. By decided them in groups, they can enjoyable ask to their friends.

The main idea of the STAD is to motivate students to support each other in mastering the skill that taught by the teacher. If the student wishes to have his team was awarded the team, they have helped his teammates to be able to do their best, show the norms that learning is important, valuable and fun. Using this technique, the students are the center. They will be in the teams that consist of various good students and weak students.

MTs AL MUHSIN decided 70 as the English minimum passing grate (KKM). In fact, most of students have low result especially in reading. It has known from the result of the daily test that was given by Mrs. Ani Astuti as the teacher on August 7th, 2015 at the eighth graders of MTs AL MUHSIN Metro. The table below is the data:

Table 1
Students Reading Result

No	Score	Explanation	Frequency	Percentage
1.	80-100	Excellent	2	8%
2.	66-79	Good	5	16%
3.	56-65	Fair	11	36%
4.	0-55	Poor	12	40%
Total			30	100%

Source: *Daily Test at MTs AL MUHSIN Metro on August 7th, 2015*

Referring the data above, there is only 2 student who get score 80-100 or 8 %, 5 students get score 66-79 or 16 %, 11 students gets score 56-65 or 36% and 12 students get score 0-55 or 40%. So, from the data above it can be known that the students' English reading result is low.

From the pre-survey result above the students has problems in learning activity, especially in reading subject, those are: 1) students do not have much motivation to read the English text; 2) The students have difficulties in identify the meaning of words and information of the text.; 3) The students have difficulties in identify the rhetorical step and communicative purpose of the text.; 4) students do not know how to learn reading well;

Realizing the demand that the students are hoped to master in reading comprehension, the researcher should help the students to overcome the problem or to minimize the problem. Dealing with this case the researcher is interested in finding out an effective way in teaching English, especially in developing students' reading comprehension by using student teams-achievement divisions (STAD).

Student teams-achievement divisions (STAD) will make the students are able to learn actively with their cooperative learning groups in a class. Reading is acquired more easy to understand what they read if the students work or learn in small group. With cooperative learning, the students can be able to improve their critical thinking, creative and social developing.

In this research, the researcher wants to do the classroom action research and it is hoped that the overcome of teaching and learning English will be better and students' reading comprehension ability of the reading text will be improved.

B. Problem Identification

Based on the background above, the problems identification are as follows:

1. Students do not have much motivation to read the English text.
2. The students have difficulties in identify the meaning of words and information of the text.

3. The students have difficulties in identify the rhetorical step and communicative purpose of the text.

4. Students do not know how to learn reading well.

C. Problem Limitation

In conducting this study, the researcher makes limitation. The researcher only focuses on the increasing the reading comprehension ability using student teams-achievement divisions (STAD) technique at the eighth graders of MTs Al MUHSIN Metro in the academic year of 2015/2016.

D. Problem Formulation

Based on the problem above, the researcher formulates the problem as follows: "Can Student Teams-Achievement Divisions (STAD) technique increases the reading comprehension ability among the eighth grade of MTs Al MUHSIN Metro in the academic year of 2015/2016?"

E. Objective of the Study

Referring to the problem formulation above the objective of the study can be identified as follow: To know whether the Students Teams Achievement Divisions (STAD) technique can increases the reading comprehension ability.

F. Benefits of the Study

The results of this classroom action research are expected:

1. For the Teachers

   As information to English teacher if STAD can be effectiveness to increase the reading comprehension ability.

   2. For the students

   a. As motivation for the students to learning reading.

   b. To increase the result of the students learning.

   3. For the Researcher

   This research is expected as a contribution for the other researcher to conductions further studies.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

    1. The Concept of Reading Comprehension Abilities

        a. The Definition of Reading Comprehension abilities

In Oxford Advanced Learner's Dictionary, the word "ability" that can be difened as follow: a) the fact that somebody or something is able to do something; b) a level of skill or inteligence.[1]

Reading ability is very important in our daily life and studies, as most people know, reading ability refers to the reading skills that a reader brings to the text.[2] Reading ability generates learning power that helps students know themselves and others better as well. It is necessary to improve their reading abilities.

Like many human ability reading is learned skill. It is must be taught. Young children learn to read few years after learning to speak. In doing so, they are makes to see a connection between the words they have learned to say and ones they see on a printed page. The words that appear on the page are printed symbols. The mind interprets those symbol as words it already knows in a rapid recognition process based on the individual experiences.

Jean Wallace state reading skill or reading ability is a measure of one's general knowledge. A general rule about learning is that you relate unknown to known, that is, you have know a little something about a topic in order to understand something new that you are reading about it.[3]

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[1] *Oxford Advanced Learner's Dictionary of Current English*, Eight Edition, (Oxford University Press, 2000), p.2

[2] http://www. Teacher.org.cn/doc/ecedu/200605/ecedu200608.pdf (May 4th 2011)

Anthony, Person and Raphael define reading is the process of constructing meaning through the dynamic interaction among reader's existing knowledge the information suggested by the written language and the context of the reading situation.[4]

Moreover, Jane states that "Reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you already know, and then organizing all the ideas so you can remember and use them".[5]

In Oxford Advanced Learner's Dictionary, the word "reading" is derived from the word "read" that can be defined as follows: a. to look at and understand the meaning of written or printed words or symbol; b. to go through written or printed words, silently or aloud to others; c. to discover or find out about somebody or something by reading.[6]

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[3]   Gillet,Jean Wallace and Temple Charles. *Understanding Reading Problems Assessment and Instruction, Fourth Edition*, (Herper Collins College Publishers, USA) p.4

[4]   Albert and Edward, *How to Increase Reading Ability*, (Longman New York & London,1985,p.1

[5]   McGrath, Jane L, *Building Strategies for College Reading*, (New Jersey: Prentice Hall, 1998), p.1

[6]   A S Hornby, *op.cit,*   p.967

Adam and Bruce define comprehension is the use of prior knowledge to create new knowledge for without prior knowledge: written material would be meaningless.[7]

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to 1) decode what they read; 2) make connections between what they read and what they already know: 3) think deeply about what they have read. One of big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words.[8]

Comprehension involves prior knowledge, knowledge of text structure, and an active search for information.[9] The simplest definition of comprehension is understanding new information in light of what we already know.[10]

comprehension is the understanding and interpretation of the written material. In comprehension, the students use their background knowledge and experience to create new knowledge so that the written material would be meaningless.

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[7] *Ibid*,p.480

[8] http://www.readingrockets.org/helping/target/comprehension (15 Oktober 2011)

[9]), p.34

[10] *Ibid.* p.35

Furthermore, Albert Josiah Harris define reading comprehension as the result of interaction among the reader's perception of the graphic symbols that represent language, linguistic skills, cognitive skills, and knowledge of the word.[11]

Jean Wallace states that reading comprehension is the research for meaning, actively using our knowledge of the world and text to understand each new thing we read.[12]

Janette States that a reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[13]

Based on these explanations above the researcher can make a conclusion that reading comprehension ability is the ability to comprehend

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[11]   Albert and Edward, *How to Increase Reading Ability*, (Longman New York & London,1985),p.444

[12]   Gillet,Jean Wallace and Temple Charles. *Understanding Reading Problems Assessment and Instruction, Fourth Edition*, (Herper Collins College Publishers, USA),p.40

[13]   Janette K.Klingner, Sharon Vaughn, and Alison Boardman,*Teaching Reading Comprehension to Students with Learning Difficulties,(*USA:The Guilford Press,2007), p.8

in reading to look for the information suggested from the text and the readers understand the total meaning of the written text.

b.   The Factors Influence Reading Comprehension Ability

There are some factors that influence reading comprehension ability, they are:

1) Prior Knowledge

Prior knowledge defined as all the information an individual has in her or his long-term memory. Reading comprehension depends on the information in the reader's mind, as well as that in the text, and upon the reader's ability to put information from these two sources. Prior knowledge must be activated useful to get the understanding of the written material.

2) Text Coherence and Structure.

Coherence refers to how smoothly the ideas in the text are woven together. In coherent material the relationships among the ideas are clear enough to allow a logical connection or flow of meaning from one idea to another. A text must be coherent in order to be understood[14].

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[14]   Albert an Edward, *How to Increase Reading Ability*, (Longman New York and London, 1985), p. 479-483

Meanwhile, text structure refers to the ideas in a text are interrelated to convey the author's message to the reader. Text structure provides an organizational structure that can be used during reading for understanding information, judging its importance, and aiding recalls.[15]

3) Vocabulary

Vocabulary is one of important factors in influencing reading comprehension. Low vocabulary mastery hinders the student in finding the information of the passage. The readers are not be able to understand the passage when they find unknown words.

4) Interest and Motivation.

If a reader finds the material uninteresting, she will have a more difficult time focusing on the reading. This inattention could result in a lowering of reading comprehension levels. If they find the material interesting they will better understand it and will remember it more clearly. Teachers can keep readers motivated by providing interesting pieces throughout the students' class time[16].

c. **The Kinds of Reading Comprehension Abilities**

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[15]   *Ibid, p. 485*

[16]   *http://www.ehow.com/info_8555518_factors-affecting-reading-comprehension.html*

Jean Wallace state reading skill or reading ability is a measure of one's general knowledge. A general rule about learning is that you relate unknown to known, that is, you have know a little something about a topic in order to understand something new that you are reading about it.

Measuring students' reading comprehension can not be separated from the speed or time to read it. Each measurement is associated with the ability to read is certainly include speed reading and understanding content. Tampubolon suggests that what is meant by the ability to read is the speed of reading and understanding the contents as a whole. So, between speed and understanding of reading them together, how to measure the ability to read is the number of words can be read per minute multiplied by the percentage of comprehension is reading. Reading comprehension can be measured by asking questions about what the author meant, what the author would say and what things are written in these reading.

Reading is complicated language skill which covers or involves a series of smaller skills. Dealing with this case, Harris state that the aspects skills needed in reading, at least cover the factors as follows[17]:

a.   Language and Written Symbols

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[17]   Tampubolon, D.P, *Reading Ability: Technique Effective and Efficient Reading,* Bandung Angkasa 1987.p. 7

1. The ability to understand the words used in usual writings, and the ability to comprehend written terms that are rarely use in usual writings or general words used in specific meaning, as supplied in reading material.

2. The ability to interpret exactly the symbols or the signs which are used in writing language, such as the use of capital letters, punctuation marks, the writing of paragraph, the use of italics, the use of bold and so on which are use to strengthen and to make clear the understanding used in reading test.

3. The ability to comprehend sentence pattern and word forms, as used in writing language, and the ability to follow parts which are getting linger and more difficult founds in formal writings.

b. Idea

1. The ability to recognize the intension that will be told by the author and the main idea expressed in the writing.

2. The ability to comprehend the ideas that support the main idea which is expressed by the writer.

3. The ability to draw a right conclusion and an understanding about the things uttered by the author in the reading text.

Anderson revealed that reading comprehension can be measured in two levels, namely 1) the level of literal comprehension, and 2) the level of interpretation.[18]

2. The Use of STAD to Increase Reading Comprehension Ability

Student Team-Achievement Division (STAD) is one of cooperative learning techniques in which students work in group of four or five. The groups consist of students from difference academic levels, sexes and background ethnics. They are responsible for discussing and working n group before answering quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each other's skill presented by the teacher. If the students want their team to get team rewards, they must help their teammates learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun.[19]

In STAD, students are assigned to four member learning teams that are mixed in heterogeneous teams. The teacher presents a lesson and then students work within their teams to make sure that all team members have

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[18]   Anderson, Efficient Reading: A Practical Guide, Sidney: McGrraw-Hill Book Company. 1981

[19]   Robert E. Slavin, *Cooperative Learning (teori, riset and praktik),* translator : Narulita yusron,(Nusa Media, Bandung), p.12

mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.[20]

STAD is one technique in teaching learning process which is done by grouping the students in teams that consist of four or five students. By this technique, the students can increase their understanding about the material that delivered by the teacher and discuss it to their group. Each member helps one another to present their best performance, and then the teacher gives reward to the best team.

a. The Strategies

Student Team Achievement division (STAD) requires through prior preparation before learning activities undertaken. The preparations include:

1. Learning Equipments

The learning equipments which need to be prepared are including lesson plans, student books, and student activity sheets along with the answer sheet.

2. Establish a cooperative group

The team members in a group tried to be heterogeneous, by considers race, religion, gender, and social background. Capabilities between one group to another homogeneous relatively.

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[20] *Ibid,p.11*

If the class consists of races and backgrounds are relatively same, then the formation of the group can be based on academic achievement, they are: (1) students in the class is ranked first according cleverness in the lesson, (2) determine the three groups in which the upper group, middle group, and the lower group.

3. Determining the initial score

Initial score that can be used in the classroom is a cooperative previous test scores. This initial score may change after the quiz. For example in further learning and after extensive tests, the results of each individual test can be used as initial score.

4. Seating arrangements

The seating arrangements is done to support the success of cooperative learning, if there is no seating arrangement can cause chaos that caused the collapse the cooperative classroom learning.

5. Working Group

To prevent any obstacles on the Student Team Achievement Division (STAD), first held teamwork exercises. It aims to further introduce each individual in the group[21].

Division (STAD), first held teamwork exercises. It aims to further introduce each individual in the group.

b. The Components

According to Slavin, there are five components of STAD:

1) Class Presentation

In STAD, the material introduce first in classroom presentation. This is a direct instruction as is often done or lesson discussion led by the teacher. In this way, the students will realize that they should be really pay full attention to help them in working the quizzes.

2) Team

The students are assigned to four or five member learning teams that are mixed in heterogeneous teams. The team representing all parts of the class in terms of academic performance, gender, race, and ethnicity. The main function of the

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[21] Trianto, *Mendesain Model Pembelajaran Inovatif-progresif*, (PT. Prenada media Group, Jakarta, 2010), p.69.

team is to ensure that all team members actually learn to prepare its members to be able to properly quiz.

3) Quiz

After gave presentations and about one or two periods of team practice, the students will working on individual quiz. The members of team are not allowed to help each other in a quiz.

4) Score individual progress

The idea behind the individual progress score is to give to each student performance goals that will be achieved if they work harder and deliver better performance than before. Each student can contribute to his team maximum points in this scoring system, but no students were able to do it without giving their best effort.

5) Recognition Team

The team will get a certificate or other form of reward if their average score reaches a certain criteria. Team scores students can also be used to determine the twenty percent of their ratings[22].

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[22]   *Ibid*,p.143-146

c. **The Steps**

According to Ibrahim et al in Trianto, steps of STAD based on cooperative steps measures consisting of six steps or phases, the table as follows:

Phase	Teacher Activity
Phase 1 Delivering objective and motivate students	Delivering all the learning goals to be achieved in these subjects and motivating students.
Phase 2 Delivers / Presents information	Presents the information to students by demonstrating or through reading material.
Phase 3 Organize students into groups to learn	Explain to the students how to form study groups and assist each group in order to make the transition efficiently.
Phase 4 Guiding groups working and learning	Guiding groups working and learning groups learned by the time they do their

	work.
Phase 5 Evaluation	Evaluating the learning outcomes of the material that has been taught or each group present their work.
Phase 6 Giving reward	Finding rewarding ways to appreciate the effort and the learning outcomes of individuals and groups. [23]

According to Hanafiah, steps of STAD can be completed in the following phases:

a) Learners are given an initial test and obtained a score early.

b) Students are divided into small groups of 4-5 people that are heterogeneous.

c) Teachers communicate its goals and motivate learners.

d) Teachers present the lesson materials and the learners work in teams.

e) Teachers guide the students.

f) Students were given a test on the material that has been taught.

g) Giving the reward.

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[23] *Ibid*,p.71

From some statements above, it can be concluded that the steps of STAD began by the presentation of information or learning materials, divided the students into small groups that consist of four or five students, teachers led the study groups, evaluate the learning outcomes of matter that has taught or each group present their work, and reward the effort and the learning outcomes of individuals and groups.[24].

B. Action Hypothesis

Based on the frame of theories and assumption above, the researcher formulate the hypothesis is by using STAD, the reading comprehension at the eighth graders of MTs AL AL MUHSIN METRO in academic year of 2015/2016 will be increased.

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[24] Nanang Hanafiah,Cucu Suhanda, *Konsep Strategi Pembelajaran*, (PT. Refika Aditama. Bandung, 2010), p. 44

CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of The Study

The setting of this research in MTs Al Muhsin, which is located on jl. Dr Sutomo 28B Purwosari Kec. Metro Utara, Kota Metro.

The subject in this research is the eighth graders of MTs Al Muhsin Metro Utara, the total of the students are 30. The researcher chooses this class because most of the students are considered have low comprehension in reading. In this research, the researcher asks Mrs. Ani astuti as the collaborator.

B. Object of The Study

The object of the study in this research is increasing the reading comprehension ability through the use student teams-achievement divisions (STAD) technique among the eighth graders of MTs AL MUHSIN in the academic year of 2015/2016.

C. Action Plan

1. Classroom Action Research

The research is aimed to increase teaching and learning process, so the researcher using classroom action research.

Action research is a form of collective self-reflective enquiry undertaken by participants is social situations in order to improve the rationality and justice of their own social or education practice, as well as their understanding of these. It is practices and the situations in which these practices are carried out.[1] The idea of self-reflection is central. In traditional form of research, the researchers do research on the other people. In action research, researcher does research on themselves in company with other people, and those other are doing the same.

The aim of the research is to find and to solve the students learning problem. In this research the researcher needs a collaborator to help her in this action research. Arikunto defines collaboration research is a research which be done together by helping a friend.[2]

The aims of action research are:

a. To get a new innovation in learning

b. To develop the curriculum regional/national

c. To improve the education professionalism.[3]

The improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycle. Here is step of classroom action research design:

[1] Jean McNiff with Jack Whitehead, *Action research: principles and practice*, (London and New York: Routledge Falmer Taylor and Francis Group, 2002), p.24

[2] Suharsimi Arikunto, *Penelitian Tindakan kelas*, (Jakarta: Bumi aksara, 2007), p.22

[3] *Ibid.*, p.108
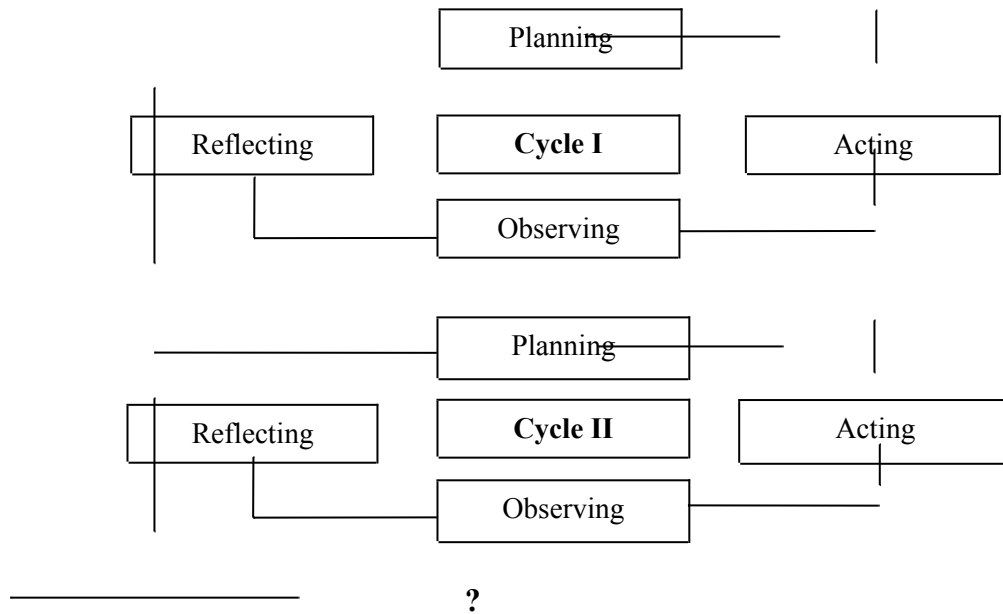
Figure 1. The cycle of the classroom action reseach by Suharsimi.

Classroom Action research (CAR) Cycles are:

1) Cycle I

    a) Planning

        Planning is the first step in every activity, Writer explains about what, why, when, where, who and how the action is done.[4] The activities in planning are:

    (1) Preparing material, making lesson plan and designing the steps in doing the action

    (2) Preparing sheets for classroom observation

    (3) Preparing a test (to know whether the students' reading comprehension.

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[4] *Ibid*, p. 17

(4) The researcher prepares the instrument of evaluation.

b) Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made.[5]

In every cycle, the researcher will do the implementation in 3 activities, they are:

(1) Pre teaching activities

    (a) Greeting, prays, taking attendance list

    (b) Apperception

    (c) Introducing today's lesson and explain the goal of the learning

(2) Teaching process

    (a) The teacher explains a functional text

    (b) Giving example of functional text

    (c) Divided the students in some heterogenic group that consist of four or five students

    (d) Every group analyses and discusses the material and questions that gave by the teacher.

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[5] *Ibid*, p. 18

(e) Teacher and students discuss the answer of questions to know whether the answer of each group is true or false

(f) Giving individual quizzes

(g) The result of the quizzes used to count the individual and team point.

(h) Teacher gives reward to the best team

(3) Post teaching activities

(a) The teacher asks students about the difficulties of the lesson

(b) Make conclusion together

(c) Closing

After the students are given the treatment in the cycle 1, they will be given the post test. The instrument that will be used has different mode with the instrument that are given in the pre test.

c) Observing

Observing is the activity of recording the event and action. The observation was done in teaching learning process. Based on the observation, the researcher can determine whether there is anything that the researcher has to be increased soon in order that the action can achieve the aim of researcher wants. In this step, the researcher

observes the process of teaching learning by using form of observation.

d) Reflecting

The reflecting is the last step in this process. The researcher will try to analyze the observation and test result that was done. It is also know whether there is effect to the students' learning process. The first step that will be done in this reflecting is analyzing the quantities data, the researcher will evaluate the score of each assignment. Subject can be successful if they got the improvement score. The second, after collecting the data, the researcher will evaluate the teaching learning process. By reflection, the researcher will know the strength and weakness from the action.

2) Cycle II

a) Planning

(1) Identifies the problem and finds the problem from the first cycle

(2) Make a lesson plan

(3) Prepare the material, method and strategy of teaching

(4) Prepare format to observe

(5) Prepare the instrument of evaluation.

b) Acting

The researcher applies the action plan II

c) Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II

d) Reflecting

In this step, the researcher will compare the score of pre-test and post test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Technique

The researcher uses the data collection technique as follows:

1. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.[6] The researcher uses this method to get the data from the school, such as the total of students, total of teachers and the condition of the school.

2. Observation

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[6] *Ibid,* P.102

Observation is the election modification, registration, and coding combination in behavior on organism situation that suitable with empires goals.[7] The researcher observes the teaching learning process and makes conclusion of whatever that happen in teaching learning process using STAD.

3. Test

   Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.[8] The test will be used by the researcher is pre test and post test. The material in pre-test and post-test are different but have same difficulties. The types of the test are multiple choices and comprehension text.

   a. Pre-test

      The pre-test will be given at the first meeting before doing treatments in order to know ability of the students before doing the action research. The researcher uses 15 items of multiple choices.

   b. Post-test

      The post-test is given after the treatments. The post-test was held in order to know whether the treatments gave any contribution to the students' achievement in the class or not. This step will be done after

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[7] Edi Kusnadi, *Metode Penelitian,* (Metro:STAIN Metro, 2008), P.98

[8] *Ibid*, P. 90

the treatments, to know the influence of the STAD technique, whether it is able to increase the Reading Comprehension Ability.

E. Data Analysis Technique

There were two analyses that were conducted to data analysis research, as follows:

1. Qualitative Data Analysis

   Qualitative analysis conducted to know students' learning process through observation sheets. The result of observation was noted on observation sheets. The data was analyzed and presented in percentage form.

2. Quantitative Data analysis

   Qualitative data analysis conducted to know whether was any increase or not for the students' reading comprehension ability through student team achievement division (STAD) technique after the students were given treatment. In this research, the researcher was used simple statistic formula for comparing the result of pretest and post test in cycle 1 and cycle 2 as follows:

   a.   To count the average score using formula:[9]

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[9] Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta, Gajah Mada University Press, 2004), P.64

$$\overline{x} = \frac{\sum x}{n}$$

Note:

$\overline{x}$ = Mean

$\sum$ = Some of

x = Raw score

n = Number of cases

b. To count precentage using formula:

$$F_{relatif} = \frac{fi}{\sum f} \text{ X } 100\%$$

Note:

$F_{relatif}$ = Learning Mastery

fi = Total of the students' score

$\sum f$ = Total of the students

F. Analysis

The researcher will compare between pre-test and post-test. Then, the result is matched by the minimum standard score in this school at least 70. If from cycle 1, there are some students not successful, the researcher must conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

G. Indicator of Research

The research can be success if $\geq$ 80% of the studentss got the score at least 70 as English minimum passing grate (KKM) in Reading Comprehension Ability after using Student Teams-Achievement Divisions as technique in Teaching reading comprehension at the eighth grade of MTs Al Muhsin Metro in academic year 2015/2016.

CHAPTER IV

RESULT OF THE RESEARCH

A. The Profile of The Research Setting

1. The History of MTs Al-Muhsin Metro

This research was conducted at MTs Al-Muhsin Metro, it was located on Jl. Dr. Sutomo 28 B Purwosari, North Metro, Metro City, Lampung. It was established in 1995. MTs Al-Muhsin Metro was one of foundation that has land area of 3000 m^2 and building of 2000 m^2. MTs Al-Muhsin has accreditation by NSM No. 121218720004 and has accreditations status of B. Now, MTs Al-Muhsin was led by Roni Suyanto,S.Pd.I

2. Vission and Mission of MTs Al-Muhsin Metro

VISSION:

"Creating Moslem Generation that Qualified, Mastering in Knowledge and Technology (IPTEK)".

Indicator:

a. Created moslem generation that qualified and high compete power.

b. Created moslem generation that be able to master in knowledge science.

c. Created moslem generation that be able to master in technology.

d. Reached academic maximal achievement.

MISSION:

a. Create generation who have the right belief, nobel character and pray correctly based on Al-qur'an and As-sunnah.

b. Make the beautiful environment education and friendly that have a base honesty and model.

c. Create model psychic educator and students.

d. Improve aand complete the study infrastructure especially developing of library and laboratory (IPA).

3. The Condition of Teacher and Official Employees in MTs Al-Muhsin Metro

Table 2

The Condition of Teacher and Official Employees in MTs Al-Muhsin Metro

No	Nama	L/P	Status	Mata Pelajaran	Jabatan
1	Roni Suyanto, S.Pd.I	L	GTY	Fiqih	Headmaster
2	Zuhdi Rahmat, S.Pd.I	L	GTY	Bahasa Indonesia	Waka Kesiswaan
3	Andi Supriadi	L	GTY	PKn	Waka Kurikulum
4	Yatno, S.Pd.I	L	GTY	Al Qur'an Hadits	Wakasarpra
5	Karimatal M, S.Pd.I	L	GTY	Aqidah Akhlaq	Waka Humas
6	Ryan Ibrahim	L	GTY	Seni Budaya	Bendahara
7	Supratno, S.Pd.I	L	GTY	Bahasa Indonesia	Head TU
8	Drs.HeruSetiono	L	GTT	IPA	Head. Lab .IPA
9	Lifi Endar W, S.Pd	L	GTY	IPS	Wali Kelas VII. 1
10	Sudarto, S.Pd	L	GTT	IPA	
11	Taryono, S.Pd	L	GTY	Bahasa Indonesia	
12	Adi Prayetno, S.Pd	L	GTY	Matematika	Wali Kelas IX. 2

13	Dwi Yahya, S.Pd.	L	GTY	IPS	Wali Kelas VIII. 1
14	Andarisman S.Sos.I	L	GTT	B. Indonesia	Pembimbing BK
15	Mislan	L	GTY	IPA	
16	A. Masykur, S.Kom.	L	GTY	Prakarya/TIK	Ka. Lab Komputer
17	Arrohman Diyantoro	L	GTY	Bahasa Arab	
18	Eko Nugroho, S.Pd.	L	GTT	B.Inggris	Wali Kelas VII. 2
20	Indra Setiawan	L	GTY	Penjaskes	Pembina Olah Raga
21	Taufiq Hidayat	L	GTY	Qur'an Hadist	
22	M. Shobib	L	GTY	Mulok	Pembina ROHIS
23	Thoriq Rizky Tama	L	GTY	Mulok	
25	Fuad Hasan	L	GTY	Seni Budaya	Pembina OSIS
26	Yudi Pratama	L	GTT	Bahasa Inggris	
27	Titik Hanifah S.Pd	P	GTY	Matematika	
28	Emi Widianingsih, S.Pd	P	GTY	B. Indonesia	Wali Kelas VIII. 4
30	Melia Duha I, S.Pd.I	P	GTY	Bahasa Arab	Wali Kelas IX.1
31	A'yunin Nisaa', S.Pd	P	GTY	Seni Budaya	Wali Kelas VIII. 3
32	Sarah, S.Pd	P	GTY	IPA	Wali Kelas VII. 4
33	Yeni EkawatiI, A.Md	P	GTY	Prakarya / TIK	Wali Kelas VIII. 2
34	Ani Astuti, S.Pd.I	P	GTY	B.Inggris	
35	Listya Yulianti , S.Pd	P	GTY	IPA	Wali Kelas IX. 3
36	Asnah, A.Ma	P	GTY	PKn	Wali Kelas VII. 5
37	Titi Nurbaiti	P	GTY	SKI	Staf TU
38	As Syifa'ur Rohmah, S.Pd.I	P	GTY	Aqidah Akhlaq	Wali Kelas VII. 6
39	Sri Tunggal Ningsih, S.Pd	P	GTT	Matematika	
40	Winarni, S.Pd.	P	GTT	IPS	
41	Septi Rahmawati	P	GTY	Bahasa Arab	
42	Mardiyah	P	GTY	Mulok	Pembina Tahfidz
43	Siti Sundari,S. Pd.	P	GTT	IPS	
44	Siti Asiyah	P	GTY	Aqidah Akhlaq	
45	Umi Hasanah	P	GTY	Qur'an Hadits	
46	Anita Rusma Dewi	P	GTT	B. Lampung	Pembimbing BK
47	Rodhiyah Muthmainnah	P	GTT	Seni Budaya	
48	Nur Azizah	P	GTT	Matematika	Wali Kelas VII. 3

Source : Documentation at MTs Al Muhsin Metro

4. **The Quantity of Students' Mts Al Muhsin Metro**

Table 3

The Number of students' MTs Al Muhsin Metro

No.	Name of Room	Students
1	VII Class	111Students
2	VIII Class	72 Students
3	IX Class	70 Students
	Total	253 Students

Source : Documentation Result at MTs Al Muhsin Metro

5. Data Infrastructure MTs Al Muhsin Metro

Table 4

Data Infrastructure MTs Al Muhsin Metro

No	Types of infrastructure	Total	Total of Room good condition	Total of room damaged condition	Category of damaged		
					Low damaged	Medium damage	Severely damagaed
1	Class room	14	14				
2	library	2	2				
3	Laboratory of IPA	1	1				
4	Lab computer	2		2		1	1
5	Head master room	1	1				
6	Teacher room	2	2				
7	TU room	2	2				
8	BK room	1		1		1	
9	Masjid	2	2				
10	UKS room	2	2				
11	Toilet	40	20	20			
12	warehouse	1	1				
13	circulation	1	1				
14	Sport place	2	2				
15	Organitation room	2		2		2	
16	Other room	5	5				

Source : Documentation at MTs Al Muhsin Metro

6. The Organitation Structure of MTs Al Muhsin Metro

Figure 2
Organization Structure of MTs Al Muhsin Metro in the Academic Year of
2015/2016
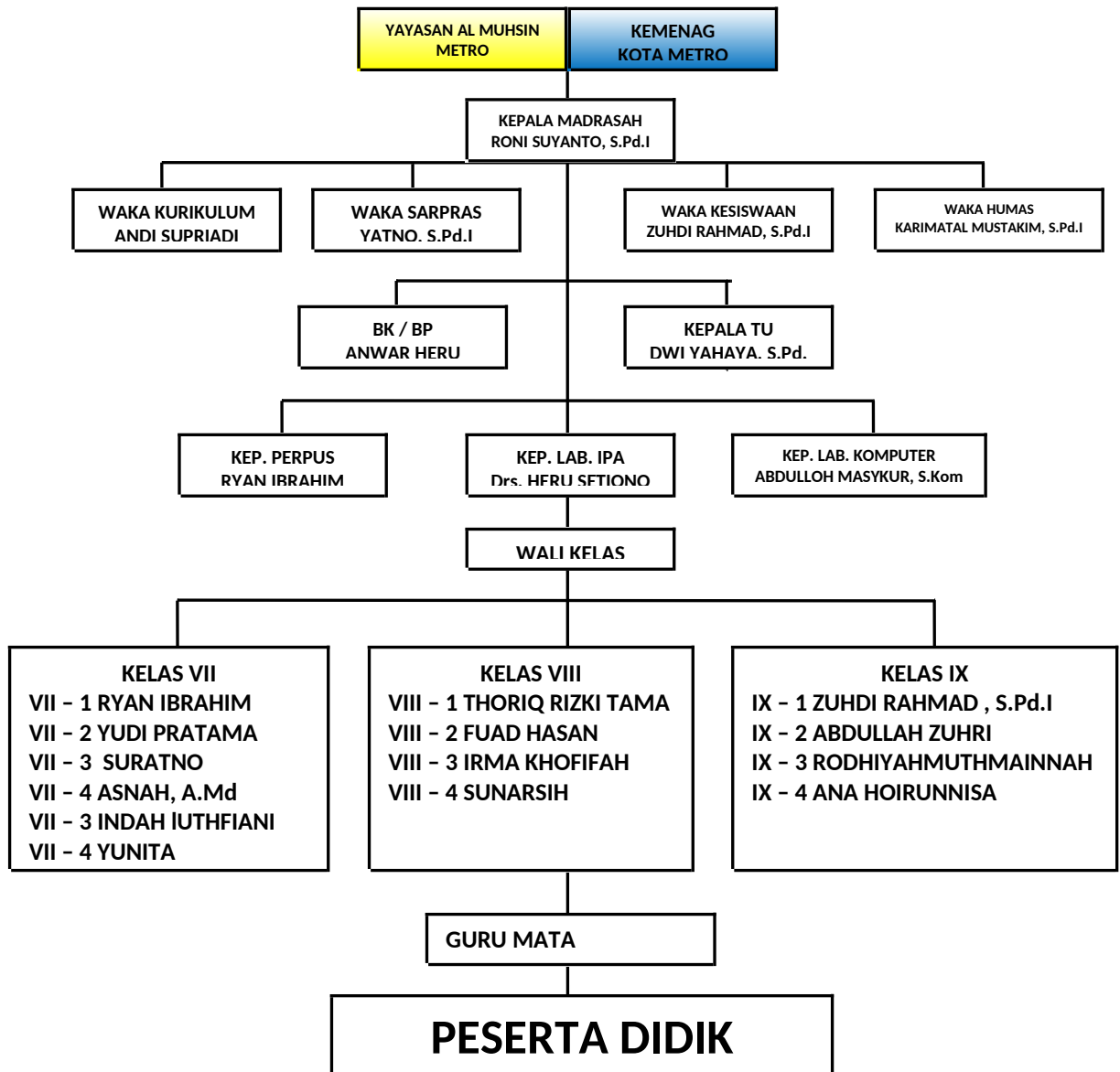
Source: Documentation at MTs Al Muhsin Metro

B. Result of The Research

This research used classroom action research. It was conducted in two cycles. Every cycles were conducted on three meetings, in each cycle and each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, researcher made lesson plan. The material of classroom action research was utilizing Student Teams Achievement Divisions to increase the reading comprehension.

1. **Action and Learning at Pre-Test**

    a. Pre- test activity

    The learning was conducted on Saturday, November7, 2015 at 10.00 until 11.20. All the students had already prepared when the teaching time came. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administred to the students to be finished individually. The kind of the test was multiple choice consisted of 15 items.

    b. The Students' Pre Test Result

Table 5
The Students` Score in Pre-test

No	Name	Pre-test Score	Target > 70
1	AQA	73	Complete
2	A	60	Incomplete
3	AU	60	Incomplete
4	AAS	67	Incomplete
5	ABR	47	Incomplete
6	AT	73	Complete
7	AA	53	Incomplete
8	AZS	53	Incomplete
9	DNM	73	Complete
10	ENR	67	Incomplete
11	FZN	47	Incomplete
12	HK	67	Incomplete
13	IAM	60	Incomplete
14	KNS	73	Complete
15	LA	47	Incomplete
16	LH	47	Incomplete
17	NZ	40	Incomplete
18	NIR	73	Complete
19	NFF	73	Complete
20	NH	47	Incomplete
21	R	73	Complete
22	SAZ	80	Complete
23	SLM	40	Incomplete
24	SFR	53	Incomplete
25	SFH	80	Complete
26	SSA	80	Complete
27	TA	67	Incomplete
28	UDB	53	Incomplete
29	ZFS	40	Incomplete
30	ZAZ	73	Complete
Total score		**1839**	
Highest Score		**80**	
Average		**61**	
Lowest score		**40**	

Based on the result, the highest score is 80 and the lowest is 40.

It can be seen that the students cannot achive the target, there are

nineteen students and just eleven students can achive the target. It means, there is difficulty on the students for comrehending reading.

Table 6

Frequency Distribution of Students' Score in Pre Test

No.	Students` score	Frequency	Percentage
1	80	3	10%
2	73	8	27%
3	67	4	13%
4	60	3	10%
5	53	4	13%
6	47	5	17%
7	40	3	10%
	Total	**30**	**100%**

The table above is the result of pre-test, it can be seen that the score of the students` reading comprehension were various. Therefore, there were 3 students gained 80, 8students gained score 75, 4 students gained score 67, 3 students gained score 60, 4 students gained score 53, 5 students gained 47 and 3students gained 40.

Based on the above result, it can be inferred that 19 students (63.3%) were not successful and11 otherstudents (36.6%)were successful. The successful students were those who got the minimum standard at MTs Al Muhsin Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre test result, the researcher got the average of 61. So, the result was unsatisfactory. Therefore, the researcher used theStudent Teams Achievement Divisions to increase the reading comprehension ability.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson plan and the material, made the instrument that would be examined as post test in the cycle 1, prepared amaterial, made an observation sheet of the students` and teacher's activity, identified the problem, and found the causes of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure the students` mastery on the given materials.

b. Acting

The action in the cycle 1 consist of 3 meetings, two meeting for the action, and one meeting for the post-test 1. The explanation of every meeting will be explpained below:

1) The First Meeting

The first meeting was conducted on wednesday, November 11, 2015 at 08.20 until 09.40 and followed by30 students. The meeting was started by praying, greeting, and checking the attendance list.

For the beginning, the researcher started to introduce the technique that will be used in the learning process, thenstarted to deliver the material. The researcher said "Well class, in the last meeting, I gave you a test about textuntitled *Nasreddin and the*

Professor. Now, I want to ask you. What is the type of the text?" Some students answered "descriptive text", some students kept silent, and two students answered "narrative text". The researcher said "Good! The type is narrative text. Todaywe will discuss together about narrative text."

The researcher explained that the used text in the teaching learning was organized in the narrative form. The text generic structure included introduction-complication-resolution. The purpose of the text is to entertain the reader.

Then, a student asked "Miss,what iscomplication?". The researcher answered "complication is event that causes the climax of conflict".

Next, the researcher gave an example of narrative text untitled "the fruits of honesty". The students read the text individually, then the researcher announced the member of groups based on the pretest that consist of four and five students. The researcher said that the best group will gave a reward, as the part of the technique.After the students together with their group, the researcher asked them to discuss and understood the given text in groups. The researcher asked the students to find difficult words, and asked it to her. After that, when the discussion time was up, the researcher asked one of the group members to retell the text in front

of the class, while the other member must be ready to answer the question orally that gave by the researcher.

In this stage, the students were actively following the teaching learning process. Because they worked it on the groups so, they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, because of their lack of desire in reading English text for some students, they losed the discussion time.

The teaching learning in this stage was good enough. There were facts that some students did not dragg along the teaching learning process, especially in reading.

2) The Second Meeting

The second meeting was conducted on Saturday, November 14, 2015At 10.00-11.20 AM. The researcher began the lesson by praying, greeting, checking attendance list and asking the students` condition. The researcher gave breaking ice and review the last material.

In this stage, the researcher continued the material in the last meeting. The researcher reminded that the used text in the teaching learning was organized in the narrative form. The text organization included orientation, complication and resolution.

Then, the researcher asked the students, "Class, what do you know about orientation?" All of students silenced. Then the

researcher replied, "Anybody knows?" A student raised hand, "Ok Fadhillah, what is orientation?" Fadhillah answered, "Orientation is when the characters, time, and place the story happened". The researcher said, "Excellent, give applause for Fadhillah guys". Then, the researcher gave some true-false question related to the text and asked to the groups to discuss and find the correct answers.

When the discussion time was up, the researcher asked each group to present the result and read the sentence related to the question. "Well class, are you ready to present your task in front of the class?" all of students replied "yes we're ready". And the first group presented the first question, "Ok friends, the first statement *The king chosen a new successor*, it's true based on the sentence of the first paragraph that stated, *A king in the far east was growing old and knew it was time to choose his successor*". The researcher replied "Very good, the answer is true, ok class give applause for your friend". Next, the second and all groups presented their discussion result. One group presented one question. Only one group has incorrect answer.

The second meeting have finished, the students looked more enjoy and actively than the first meeting.

3) The third meeting

The third meeting was conducted on Wednesday, November18, 2016 At 08.20-10.00 AM. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students condition. The researcher gave breaking ice, reviews the last material shortly and then gave the post-test 1. Kinds of test were multiple choices which consisted of 15 items. The result of the students` test in post test was better than test in pre-test before.

Table 7
The Students` Score in Post-Test 1

No	Name	Post-test 1 Score
1	AQA	80
2	A	67
3	AU	73
4	AAS	73
5	ABR	53
6	AT	73
7	AA	60
8	AZS	73
9	DNM	80
10	ENR	73
11	FZN	60
12	HK	73
13	IAM	73
14	KNS	80
15	LA	60
16	LH	53
17	NZ	47
18	NIR	73
19	NFF	80
20	NH	53
21	R	80
22	SAZ	87
23	SLM	67

24	SFR	60
25	SFH	87
26	SSA	80
27	TA	73
28	UDB	73
29	ZFS	60
30	ZAZ	67
Total score		**2091**
Highest Score		**87**
Average		**70**
Lowest score		**47**

Based on table above, the highest score is 87 and the lowest score is 47. There are 12 students can not achive yet the target of minimum standard 70, and 18 students can achieve the target of it. Then we can see from th average was 70, it mean any increasing from pre-test to the post-test.

Table 8
Frequency Distribution of Students'Score in Post Test 1

No.	Students` score	Frequency	Percentage
1.	87	2	7%
2.	80	6	20%
3.	73	10	33%
4.	67	3	10%
5.	60	5	17%
6.	53	3	10%
7.	47	1	3%
	Total	**30**	**100%**

Based on the table of frequency distribution above, , it can be seen that the score of the students` reading comprehension were various. Therefore, there were 2 students gained score 87, 6students gained score 80, 10 students gained score 73, 3students gained

score 67, 5 students gained score 67, 5 students gained score 60, 3 students gained score 53, and 1 student gained score 47.

Based on the result above, it can be inferred that 18 students (60%) were successful and12 otherstudents (40%)were not successful. From the post-test 1 result, the researcher got the average of 70. Besides we can see that still 40 % are not success yet and 60 % are success. The class can be said successful in achieving the material if 80 % 0f students. Meanwhile the students that got completed only 60 %. It means the fact showed us that the result was unsatisfactory.

c. **Observing**

The observing is done by researcher during learning process. There were some observations that had been such as: observation on the students activities.It showed the result that the students' activities increase from the first meeting until next meeting. It can be seen as follow:

Table 9

The Student's Activuties cycle I

No	Student's Activities	Cycle I 1st Meeting	2nd Meeting	Increasing
1	Giving attention to the teacher's explanation	66,70%	80%	13,3%
2	Activity in group	33,30%	50%	16,7%
3	Asking-answering the quation to-from the teacher-other students.	30%	46,60%	16,6%
4	Making note from the material	56,60%	60%	3,4%
5	Doing the assignment	90%	93%	3.3%

Based on the table above, it reveals there are increasing 13,3 % students' attention from meeting one until meeting two, students' activity in group 16,7 %, asking-answering the quation to-from the teacher-other students' is 16,6 %, making note from the material is 3,40 %, and doing assignment is 3,3 %. It can be concluded that there is an increasing of students learning activies in learning process by using Student Teams Achievement Divisions (STAD)especially in reading subject.

d. Reflecting

After the research gives treatment in second and trird meeting, based on the result at pre-test until third meeting (cycle I) it can be said that Student Teams Achievement Divisions   (STAD) technique has positive effect to the students in teaching learning process, and it can be seen from the result in cycle I. We can see the following table:

Table 10

The increasing of Students' Score Pre-test and Post-test 1

No	Name	Pre-test Score	Post-test Score	Increasing Score	Increasing Percentage	Note

1	AQA	73	80	7	9%	Increase
2	A	60	67	7	10%	Increase
3	AU	60	73	13	18%	Increase
4	AAS	67	73	6	8%	Increase
5	ABR	47	53	6	11%	Increase
6	AT	73	73	0	0%	Constant
7	AA	53	60	7	12%	Increase
8	AZS	53	73	20	27%	Increase
9	DNM	73	80	7	9%	Increase
10	ENR	67	73	6	8%	Increase
11	FZN	47	60	13	22%	Increase
12	HK	67	73	6	8%	Increase
13	IAM	60	73	13	18%	Increase
14	KNS	73	80	7	9%	Increase
15	LA	47	60	13	22%	Increase
16	LH	47	53	6	11%	Increase
17	NZ	40	47	7	15%	Increase
18	NIR	73	73	0	0%	Constant
19	NFF	73	80	7	9%	Increase
20	NH	47	53	6	11%	Increase
21	R	73	80	7	9%	Increase
22	SAZ	80	87	7	8%	Increase
23	SLM	40	67	27	40%	Increase
24	SFR	53	60	7	12%	Increase
25	SFH	80	87	7	8%	Increase
26	SSA	80	80	0	0%	Constant
27	TA	67	73	6	8%	Increase
28	UDB	53	73	20	27%	Increase
29	ZFS	40	60	20	33%	Increase
30	ZAZ	73	67	-6	-9%	Decrease
Total score		**1839**	**2091**	252		
Highest Score		**80**	**87**			
Average		**61**	**70**			
Lowest score		**40**	**47**			
Score ≥ 70		**11**	**18**			
Percentage		**36,6 %**	**60 %**			

Based on the table students' score pre-test and post-test above, it showed that there is increasing score of pre-test to post-test I, but there is not improvement yet fulfilled the complete standars assess that's 80 % in cycle I where there are 60% from 30 students that can achieve of standard

minimum 70, the researcher should be done the second cycles to knowstudents' reading comprehension ability throught Teams Achievement Divisions (STAD) technique in order that students' score can reach the complete standard.

3. **Cycle 2**

The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows:

a. **Planning**

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle 1. There were some weakness on cycle 1.Then, the researcher and collaborator planned to give material for the students` in reading comprehension by narrative text with the technique of Student Teams Achievement Divisions (STAD).

The researcher and the collaborator prepared the lesson plan, made an observation sheet of the students` activity, identified the problem, and found the causes of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure the students` mastery on the given materials.

b. **Acting**

1) The First Meeting

The first meeting wasconducted on Saturday, November21, 2015 at 10.00-11.20 AM that followed by 30 students. The researcher greeted the students and checked the students` attendance list then the researcher asked question related to the topic orally.

For the beginning of the meeting, before the students had gather with their groups. The researcher told a funny story untitled "A face on the window" in front of the class to give stimulus for the students in making them interested and enjoy the lesson. Some students who knew the meaning would give their big smile and laughed. But, some students who did not understand the meaning yet, they would speechless and looked very confused.

Then, the researcher gave an example of narrative text untitled "It's Important to Follow Good Words". The researcher asked the students to read the given text individually. When all of the students were finished, they should discussed and understand the given text in group.

Next, the researcher asked one of the group member to retell the story that given. And another member should be ready to answer the question gave by the researcher orally related to the text. From this activity, the researcher still found out some problems in reading comprehension faced by students. But, the students' desire in reading narrative text was increased.

2) The Second Meeting

The second meeting was conducted on Wednesday, November 25, 2015 At 08.20-09.40 AM followed by 30 students. The researcher began the lesson greeting, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the part of the generic structure from the text, and the moral of the story.

Next, the researcher gave the task that should discussed by the groups and present their result in front of the class.

In this stage,the students were very active in following the lesson. It might be cause they could adapt the condition of the class. The students looked getting more spirit and anthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environtmentof the class were very helpful teaching learning process in the class.

Then, the researcher discussed the problem facing of the students in reading comprehension through STAD technique. The researcher gave explanation of the all of students' problem faced reading comprehension through STAD technique.

3) The Third Meeting

The third meeting was conducted on Saturday, November28, 2015. Thismeeting used to post test 2 in the end of cycle 2. The researcher gave post test to the students. In this meeting almost all

of the students could answer well. It can be seen from the result of

the post test 2. The following are students' score:

Table 11
TheStudents` Score in Post-Test 2

No	Name	Post-test 2 Score
1	AQA	87
2	A	73
3	AU	80
4	AAS	87
5	ABR	67
6	AT	80
7	AA	73
8	AZS	80
9	DNM	93
10	ENR	73
11	FZN	73
12	HK	80
13	IAM	80
14	KNS	87
15	LA	73
16	LH	67
17	NZ	60
18	NIR	80
19	NFF	87
20	NH	60
21	R	80
22	SAZ	93
23	SLM	80
24	SFR	73
25	SFH	93
26	SSA	87
27	TA	80
28	UDB	80
29	ZFS	73
30	ZAZ	87
Total score		**2336**
Highest Score		**93**

Average	**79**
Lowest score	**60**

Based on the table above, the research got the avarage of 79, it was higher than the cycle I. And the frequency distribution of students' score as bellow:

Table 12

Frequency Distribution of Students'Score in Post Test 2

No.	**Students` score**	**Frequency**	**Percentage**
1.	93	3	10%
2.	87	6	20%
3.	80	10	33%
4.	73	7	23%
5.	67	2	7%
6.	60	2	7%
	Total	**30**	**100%**

The table above is the result of post-test 2, there were 3 students gained 93, 6students gained score 87, 10 students gained score 80, 7 students gained score 73,2 students gained score 67 and 2 students gained score 60.

Based on the table above, it can be inferred that 26 students (86.66%) were successfull and 4 other students (13,33%) were not succesfull.

c. **Observing**

The observingis done by the researcher that is presented about two meetings in cycle 2. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen as follow:

Table 13

The Student's Activities Cycle II

No	Student's Activities	Cycle II		Increasing
		1st Meeting	2nd Meeting	
1	Giving attention to the teacher's explanation	86,6%	93,3%	6,7%
2	Activity in group	63,3%	76,6%	13,3%
3	Asking-answering the quation to-from the teacher-other students.	66,6%	80%	13,4%
4	Making note from the material	70%	80%	10%
5	Doing the assignment	96,6%	100%	3,4%

Based on the table above, the increasing of students' attention from meeting one until meeting two is 6,7%, students' aactive is 13,3%, asking-answering the quation to-from the teacher-other students is 13,4%, making note from the material 10%, andDoing the assignmentis 3,4%. It can be concluded that by Student Teams Achievement Divisions (STAD) the students could increase the reading comprehension ability.

d. Reflecting

The use of Student Teams Achievement Divisions (STAD)in teaching reading comprehension ability at the cycle II was better than cycle I. It can be seen by students' score post-test.

The students' score has increased in cycle II, the average score of post-test 1 at cycle I was 70, there were 40% (12 students) were not success and 60% (18 stdents) were success.while in the post-test 2, the average score was 79 that 86,66% from students who were success.

Table 14

The result of students' score at post-test at cycle I & II

No	Name	Post-test cycle 1 Score	Post-test cycle 2 Score
1	AQA	80	87
2	A	67	73
3	AU	73	80
4	AAS	73	87
5	ABR	53	67
6	AT	73	80
7	AA	60	73
8	AZS	73	80
9	DNM	80	93
10	ENR	73	73
11	FZN	60	73
12	HK	73	80
13	IAM	73	80
14	KNS	80	87
15	LA	60	73
16	LH	53	67
17	NZ	47	60
18	NIR	73	80
19	NFF	80	87
20	NH	53	60
21	R	80	80
22	SAZ	87	93
23	SLM	67	80
24	SFR	60	73
25	SFH	87	93
26	SSA	80	87
27	TA	73	80
28	UDB	73	80
29	ZFS	60	73
30	ZAZ	67	87
Total score		**2091**	**2366**
Highest Score		**87**	**93**
Average		**70**	**79**
Lowest score		**47**	**60**

Based on the table above, the result of the post-test cycleII was more high than post-test cycle I, it means we know that there are an increasing from the students' result score and the average of 70 becomes 79.

C. Interpretations

Based on the result abobe, the writer described the students' score of pre-test until post-test in cycle I and cycle II. It can be seen the table below:

1. **The Comparison of Students' Score at Pre-test, Post-test at cycle I & II**

Table 15

The Comparison of Students' Score at Pre-test, Post-test at cycle I & II

No	Name	Pre-test Score	Post-test Cycle I Score	Post-test Cycle II Score	Increasing Score	Increasing Percentage (%)	Note
1	AQA	73	80	87	14	16%	Constant
2	A	60	67	73	13	18%	Increase
3	AU	60	73	80	20	25%	Increase
4	AAS	67	73	87	20	23%	Increase
5	ABR	47	53	67	20	30%	Increase
6	AT	73	73	80	7	9%	Increase
7	AA	53	60	73	20	27%	Increase
8	AZS	53	73	80	27	34%	Increase
9	DNM	73	80	93	20	22%	Increase
10	ENR	67	73	73	6	8%	Constant
11	FZN	47	60	73	26	36%	Increase
12	HK	67	73	80	13	16%	Increase
13	IAM	60	73	80	20	25%	Increase
14	KNS	73	80	87	14	16%	Increase
15	LA	47	60	73	26	36%	Increase
16	LH	47	53	67	20	30%	Increase
17	NZ	40	47	60	20	33%	Increase

18	NIR	73	73	80	7	9%	Increase
19	NFF	73	80	87	14	16%	Increase
20	NH	47	53	60	13	22%	Increase
21	R	73	80	80	7	9%	Constant
22	SAZ	80	87	93	13	14%	Increase
23	SLM	40	67	80	40	50%	Increase
24	SFR	53	60	73	20	27%	Increase
25	SFH	80	87	93	13	14%	Increase
26	SSA	80	80	87	7	8%	Increase
27	TA	67	73	80	13	16%	Increase
28	UDB	53	73	80	27	34%	Increase
29	ZFS	40	60	73	33	45%	Increase
30	ZAZ	73	67	87	14	16%	Increase
Total score		**1839**	**2091**	**2366**			**Increase**
Highest Score		**80**	**87**	**93**			**Increase**
Average		**61**	**70**	**79**			**Increase**
Lowest score		**40**	**47**	**60**			**Increase**

In this research, pre-test and post test had done individually. The test is aimed to know the ability of the students before and after having a treatment. From the result of pre-test to the post test cycle I and cycle II, we know that there was an increasing from the result score. It can be seen from each average score of the test. the average score in pre-test was 61,in cycle I is 70, and cycle II is79. It can be concluded that most of the student's had understood about reading comprehension, because the result can achieve 86,66%, it higher from the target (80%). It mean that students called success.

Figure 3

Chart of Students' Score ar Pre-Test, Post-Test at Cycle I & II
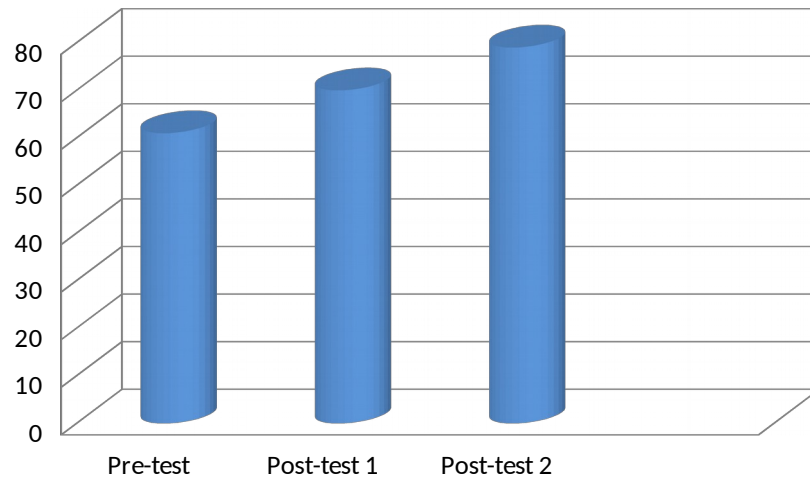
Based on the line if graph it can be concluded that there is inceased from the result from the result of pre-test,post test 1, and post test 2. It this proven that STAD techniquehave positive effect toward the teaching and learning process,especially in increasing the reading comprehension.

2. The Result of The Students` Observation Sheet

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students` learning activity can be seen in this table as follow:
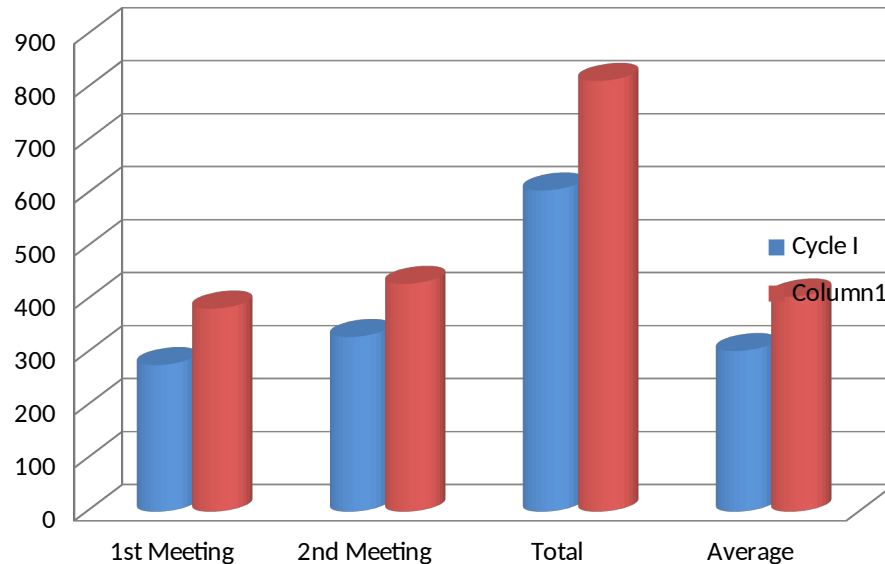
Table 16

The Comparison of the Students' Activities in Cycle I & Cycle II

	1st Meeting	2nd Meeting	Total	Average
Cycle I	276,60%	329,60%	606,20%	303,10%
Cycle II	383,10%	429,90%	813,00%	406,50%

Based on the table above, the average is 303,10% in cycle I and 406,50 in cycle II.

Figure 4

Chart of students' Observation Sheet at Cycle I & II

Based on line of graph, it could be concluded that there are an increasing of students learning activity during study time cycle I until Cycle II through Student Teams Achievement Divisions (STAD) in increasing the students` reading comprehension. It can be seen from average of percenteges result of students' observation sheet when cycle 1 that is 303,1%. In addition, the result of observation sheet when cycle 2 are 406%. It means that Student Teams Achievement Divisions (STAD)have positive effect toward the teaching and learning process, especially in increasing the students` learning activity in the classroom.

On the other hand, seeing the result of learning process of cycle I and cycle II there, generally the researcher analyzes that through Student Team Achievement Division (STAD) Technique the students' reading comprehension ability bad been increased. They also became active to discuss.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussions of the study, the researcher concluded from he research that the average of the students` score of language study program of MTs Al Muhsin Metro in pre test are 61, post-test 1 are 70 and post-test 2 are 79. As a result, through Student Teams Achievement Divisions (STAD) technique can be increase reading comprehension ability. And the students who gained the score at least 70 in post test 2 were 26 students (86,66%). It means that more 80% students were successful and the indicator of the research could be reached.

From the assumption above, the researcher formulate the hypothesis is by using Student Team achievements Division (STAD) technique in learning process, especially English Subject in reading narrative text can increase the students' reading comprehension ability at the eighth graders of MTs Al Muhsin Metro.

In this research, the researcher found some difficulties such as students were still confused in identify the meaning of words and information of the text, by using Student Team Achievement Division (STAD) technique in teaching reading can make the students identify the meaning of words and information of the text.

By using Student Team Achievement Division (STAD) technique can be use as an alternative way for the teacher in learning process and also makes

students feel interesed and motived, it was mean that using STAD technique could increase the students' reading comprehension ability.

B. Suggestion

Through this research, the researcher would like to constructively give suggestion as follows:

1. To the students should learn English actively particulary in reading,

2. As an English teacher can use Student Teams Achievement Divisions (STAD) in teaching in English learning in the class especially in teaching reading, because that technique is effective and suitable to increase the students' reading comprehension ability, besides the teacher give motivation and should create fun situation and activity in the classroom. It mean that it can simulate students' interest in teaching and learning procces.

3. For the other research who want conduct a replication of this study, this research is not perfect yet. Future the researcher is suggested to find out the other technique in teaching reading.

DOCUMENTATION

The teacher taking attendance list

The students read the given text

The teacher and students discuss about the term that the students have not understand

The teacher explain the material

The students discuss in group

The students do the post test

CURRICULUM VITAE

The name of the writer is SeptiRahmawati. She was born in Metro, on September 26, 1989. She is the second child of three children, she has old brother is Wahid Fajar Kurniawan and younger sister is QurrotaA'yun from happy couple Mr. Ismiyanto and Mrs. Komsiyatun.

She was enrolled her study in Kindergarten at TK Aisyah Lampung on 1993 and graduated on 1995. She continued her study at SDN 07 Lampung on 1995 and graduated on 2001. In line with her focus of the study, she continued her study at MTs Al Muhsin Metro on 2001 and also continued her study in MA Al Muhsin, and graduated in 2006. Then, after she had already graduated from MA Al Muhsin Metro, she decided to master English on State Islamic College (STAIN) Jurai Siwo Metro at English Study Program (PBI).